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\*Denotes subjects that are not recognised by the Ministry of Education for equivalence purposes

## **Design of our Curriculum**

Our curriculum is based on the British Curriculum and is broadly divided into a Key Stage 3 (Grades 6 to 8), Key Stage 4 (Grades 9 and 10) and Key Stage 5 (Grades 11 and 12).

In Grades 6 to 8 all students follow a similar curriculum (in terms of subjects and curriculum time) but variations occur based on whether students are classified as Arabic A/B; Islamic A/B or non-Muslim students. In most subjects our students are taught in mixed ability groups with teaching being differentiated to ensure both support and challenge.

In Grades 9 and 10 students follow core subjects which include English, mathematics, at least one-science subject, MoE subjects and then their options subjects. The options curriculum allows students to progress further in areas in which they have a particular skill or interest.

In Grades 11 and 12 curriculum focuses on AS/A-level subject and the IB programme in this way our sixth form students are thoroughly prepared for further study in RAK or in other international institutions.

## **Curriculum intent**

Our curriculum is designed with students' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer students opportunities to grow as individuals as well as learners. Whilst we follow the statutory requirements of the British National Curriculum in Grades 6 to 8 and Grades 9 and 10, we are keen to ensure that students are educated beyond its strict limits and that they undertake a wide range of educational experiences aimed at enriching and extending their knowledge and skills. In so doing students will leave us as confident, self-reliant individuals able to make a positive contribution to society in general.

Through a combination of learning techniques, we aim to ensure students enjoy learning and feel prepared for life after school. We also intend to offer students new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem.

We recognise that students should be challenged in their schooling, learning from failures and celebrating successes. We intend for our curriculum to be empowering, enabling students to develop their interpersonal skills, creativity and independence.

### **Performance Measures – Gaining MoE Equivalency**

The Ministry of Education (MoE) for the United Arab Emirates stipulates that students registered with the MOE as being in Grade 9 will be unable to graduate from Grade 10 without achieving a minimum of five IGCSEs in approved subjects at a **Grade D or higher**. These subjects must include:

- **English/English Literature/ English as Second Language**
- **Mathematics**
- **One science subject**
- **Two other MoE recognised IGCSE subjects**

Students failing to achieve these grades will be forced to repeat Grade 10. The above results are required to gain equivalency from the MoE.

The Ministry of Education requirement is a minimum, students should aspire to achieve the very best possible grades and internationally a Grade C/grade 5 is considered a 'good pass'.

Students wishing to progress and attend one of the world's most prestigious universities should be aspiring to achieve as many as eight IGCSEs at a Grade C or above, with most universities expecting students to achieve Grade B or higher in each of the eight IGCSEs studied.

## Overview of the Curriculum

Subject	Grade	Periods	Core	Optional	Set
<b>Ministry of Education Subjects</b>					
Arabic A <i>Arabic Speakers</i>	9 and 10	3	Yes	No	No
Arabic B <i>Non-Arabic Speakers</i>	9 and 10	3	Yes	Gr. 9 – No Gr. 10 – Yes	No
Islamic Studies A/B	9 and 10	2	Yes (Muslims only)	No	No
Social Studies Arabic	9	2	Yes	No	No
Social Studies English	9	1	Yes	No	No
<b>Core Subjects</b>					
English Language First/Second	9	4	Yes	No	Yes
English Literature	10	4	Yes	No	Yes
Mathematics	9 and 10	4	Yes	No	Yes
Biology	9 and 10	3	Must choose at least one science	Yes	No
Chemistry	9 and 10	3		Yes	No
Physics	9 and 10	3		Yes	No
Global Citizenship**	9 and 10	2	Yes (non-Muslims)	No	No
Physical Education (non- exam)	9 and 10	2	Yes	No	No
<b>Option Subjects</b>					
Art**	9 and 10	3	No	Yes	No
Business Studies	9 and 10	3	No	Yes	No
Computer Science	9 and 10	3	No	Yes	No
Design and Technology	9 and 10	3	No	Yes	No
French	9 and 10	3	No	Yes	No
Geography	9 and 10	3	No	Yes	No
History	9 and 10	3	No	Yes	No
Music**	9 and 10	3	No	Yes	No
Physical Education**	9 and 10	3	No	Yes	No
Spanish	9 and 10	3	No	Yes	No
** = subjects not recognised by the MoE for equivalency					

# Arabic A

## **Intent:**

Arabic A is taught to all Arab students in grades 9&10. We follow a course which is designed for the Arabic speaking students. The course is provided by the Ministry of Education (MoE) of the UAE.

## **Implementation:**

This course is taught from Grades 1 to 12 for native Arabic speakers (Arabic A). The Arabic course is designed to provide all students with a high level of competence in the subject. The students develop and refine their language skills, to do this, they need to become familiar with a wide range of vocabulary and complex grammatical structures.

## **Impact:**

At the end of Grade 10, students are expected to understand and use the language accurately. They are exposed to a wide range of texts in Arabic: in the main these will be texts that they encounter in their everyday lives (short stories, advertisements, and news reports). Students will learn how to compare and write how the Arabic language is used in different texts and how the language and style affect the presentation of the theme or topic.

## **Course Information**

Arabic A course in Grades 9 and 10 is a core subject for all Arabic native speakers taught by qualified Arabic A teachers. Students have 3 lessons per week. These lessons develop Arabic speaking, writing and comprehension skills.

## **Areas of Study**

In Arabic A course, students in Grades 9 and 10 are studying a variety of topics like ancient classic poetry, variety rules of Arabic grammar and literature short stories.

## **Course Assessment**

All students in ISK Grades 6 to 12 are doing a common internal assessment during the year regarding to MOE Assessment System.

Term 1:

- Mid-term Exam
- End of term Exam

Term 2:

- Mid-term Exam

Term 3:

- Mid-term Exam
- End of term Exam

Both formative and summative assessment is used in conjunction with the MOE Assessment Criteria during the whole of the academic year.

## **Further Opportunities**

Ministry of Education examination in Arabic for Grade 12 students who are Arabic speaking.

**International External Examination Available (*providing there are adequate numbers and curriculum time*)**

- GCSE Arabic Second Language (Edexcel, London) - Grades 9 and 10

Two years course (*for all Arabic speaking students*).

- IGCSE Arabic First Language (Cambridge) - Grades 9 and 10

Two years course (*for all native Arabic speaking students*).

**Subject Contact**

Head of Arabic - Mr Ibrahim Al Qabbani [ibrahem.alqabbani@rakacademy.org](mailto:ibrahem.alqabbani@rakacademy.org)

# Arabic B

## Intent:

- Arabic language has a high position compared to all languages, and it is the language of communication among millions of Arabs as it, It is also one of the factors that have risen to contemporary nations, as it represented a link throughout the ages by transmitting thought, science and knowledge and influencing humanity's heritage and culture.
- Regarding to the global standing of the Arab world and the attractions that characterize UAE, which encouraged civilization dialogue between different nationalities. The resident's communities were keen to integrate into the Arab culture by learning the official language of UAE.
- **Arabic B is a compulsory for grade (1 to 9)** and basic subject for foreign students in the educational stages (from grade 6 to grade 9) and it is necessary to succeed in it by achieving the minimum level of success as a condition for transfer to the next classes.
- **Arabic B is not a compulsory subject for grade 10.** They can choose to drop Arabic B, but in return they will not be able to obtain a certificate equivalency.
- Mastering the Arabic language is a great challenge for many non-Arab students, especially in international schools.

## Implementation

- According to the plan and the ministerial curriculum, Arabic B is taught three lessons per week which we focus in explaining and simplifying the rules of the Arabic language, savoring reading texts, and developing the four language skills: listening, speaking, reading and writing.
- Teachers depend in presenting and explaining their lessons on a large and diverse number of educational methods and innovative and internationally approved teaching methods, in addition to a large and varied number of interesting, stimulating, and competitive educational applications among students.
- Teachers plan their lessons based on criteria for individual differences between students, which are discovered according to accurate studies of students 'abilities based on approved and standardized scan tests, and accordingly to that, the ministerial curriculum is modified and developed in line with students' abilities.
- The subject is linked to the real life of the students and touches the reality of their lives through videos, educational aids, and various teaching methods, moving away from the material from the old classic methods.
- Also, there is always a link between language skills that students learn and previous skills, to achieve balance and coherence between language skills and grammar.
- Homework is designed in a way that enables the student to demonstrate understanding of lesson skills and apply the skills learned during the week.
- The subject's lessons are linked - as much as possible - with the rest of the subjects to achieve balance and harmony between the different subjects that the student learns.
- Teaching Arabic to native students is divided into two basic levels in each academic stage to: level A: for HAP students
- Level C: for LAP students, considering the principle of individual differences.
- More than one level can be taught in one class in case we have overseas student.
- Each unit of the curriculum contains many texts which covers new vocabulary and grammatical skills.

## Impact

- As a result of studying Arabic B, the student will be able to:
- Instilling confidence in the students to speak and communicate, using the Arabic language in his activities, interactions, and communication with his Arab colleagues in and outside the school.



- Employing and using different linguistic concepts in an effective manner.
- Follow up and monitor the progress of students through various means of evaluation and follow.
- Interaction, competition, and challenge in understanding, reading, and speaking the Arabic language.

### Course Information

Studying Arabic B allows non-Arab students to:

- Have the ability to interact and integrate into the Emirati society, which the Arabic language is the main language in it.
- Develop the ability to communicate clearly, accurately and effectively when speaking and writing.
- Learn how to use a wide range of vocabulary, correct grammar, spelling and punctuation.
- Develop a personal style and an awareness of the audience being addressed.

### Main Aims of the Course and Skills Developed Throughout the Course

The aims are to enable students to:

- Understand the importance of Arabic language as it is the language of the Holy Quran, and consequence, respecting cultural sensitivity.
- Fully participate in the UAE community or any other Arab & Islamic community.
- Read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of Arabic language.
- Use knowledge gained from wide reading to inform and improve their own writing.
- Write accurately and effectively, using Standard Arabic appropriately.
- Work with information and with ideas in language by developing skills of evaluation, analysis, use and inference.
- Listen to, understand and use spoken language effectively.
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

### Areas of Study

#### Grade 9

Level B	LEVEL C (Overseas students)
<ul style="list-style-type: none"> <li>• UNIT 1:</li> <li>• In my hospitality</li> <li>• How to write a letter &amp; replay to it.</li> <li>• Various texts about hospitality in the Emirates.</li> <li>• Future tense</li> <li>• Extract multiple grammar rules from different texts</li> <li>• UNIT 2:</li> <li>• Famous races.</li> <li>• Camel race.</li> <li>• Horse race.</li> <li>• Cycling.</li> <li>• Cars race.</li> <li>• UNIT 3:</li> <li>• Colours festival</li> <li>• Colours festival in India</li> <li>• Colours festival in Sri Lanka and Nepal</li> </ul>	<ul style="list-style-type: none"> <li>• UNIT 1:</li> <li>• The Arabic alphabetical letters</li> <li>• Contain 28 lessons</li> <li>• (أ / د / ذ / ر / ز / و)</li> <li>• (ب / ت / ث) - (ج / ح / خ)</li> <li>• (س / ش) - (ص / ض)</li> <li>• (ط / ظ) - (ع / غ)</li> <li>• (ف / ق) - (ك / ل)</li> <li>• (م / ن) - (هـ / ي)</li> </ul>

## Grade 10

Level B	Level C
<p>UNIT 1: How did you spend your holiday?</p> <ul style="list-style-type: none"><li>• Popular places to spend vacation</li><li>• Writing a topic expressing where to spend your vacation.</li><li>• Extraction of different grammatical rules from texts.</li></ul> <p>UNIT 2: Helping my mother</p> <ul style="list-style-type: none"><li>• Dialogue text on helping the mother.</li><li>• Tasks that can be done at home.</li><li>• Places &amp; times adverbs.</li></ul> <p>UNIT 3: The importance of work</p> <ul style="list-style-type: none"><li>• An essay text on the importance of work</li><li>• Extraction of different grammatical rules from texts.</li></ul>	<p>UNIT 1: the first day in the school</p> <ul style="list-style-type: none"><li>• 4 texts</li><li>• Present verb</li><li>• How to modify present verb with pronouns.</li></ul> <p>UNIT 2: Every day morning</p> <ul style="list-style-type: none"><li>• 5 texts about daily routine.</li><li>• Past verb.</li><li>• How to modify past verb with pronouns</li></ul> <p>UNIT 3: School activities</p> <ul style="list-style-type: none"><li>• 4 texts about school activities</li></ul>

### Course Assessment

All students in ISK Grades 6 to 12 are doing a common internal assessment during the year regarding to MOE Assessment System

Term 1:

Mid-term Exam  
End of term Exam

Term 2:

Mid-term Exam

Term 3:

Mid-term Exam  
End of term Exam

Both formative and summative assessment is used in conjunction with the MOE Assessment Criteria during the whole of the academic year.

### Further Opportunities

Apart from improving your ability to speak, understand, and write in Arabic, this course will give you some of the skills that you need to study Arabic at Key Stage 5, as well as improve your overall Arabic language abilities.

### Subject Contact

Head of Department: Ms Haidy Khamis – [haidy.kahmis@rakacademy.org](mailto:haidy.kahmis@rakacademy.org)

# Islamic Education A/B

## Intent:

This curriculum is based on practical vision of Islam which makes the teaching of Islamic education an important introduction to form civilized and effective person who can build and develop the nation. Therefore, all the entries of the curriculum shall aim to affirm behavioural objective which based on instilling specific value by making such value, an aim and objective to each part of this curriculum as Islam is a religion of values, accordingly, all its legislations, provisions, information, and ideas are not an end in itself, but the superior end is the saying of the Prophet (Peace Be Upon His Head): "I did not come except to perfect good character"

## Implementation:

The aim is to connect all the components of the Islamic education curriculum with the system of values and ethics, which came by the Islamic religion. Whether individual values such as truth, chastity, and righteousness or collective values such as cooperation, brotherhood, love of work, and volunteering, sacrifice and consultation. Making these values purpose and aim for each part of this curriculum and behavioural goal for all its vocabulary.

## Impact:

To establish the value of worship in its wide-range meaning for all the human's activities and behaviours - as a superior destination for human existence in this world and as an end for the life of the individual and society.

Consolidate the system of the individual and collective values as a pivot of the message and instructions of Islam.

## Course Information

Islamic Education is a compulsory subject for Muslim students living in UAE. Islamic A and B curriculum is designed by MOE and has adopted a unit-based approach. Each unit addresses diverse topics that collectively represent the domains and focal points of the curriculum discussing Divine Revelation, creed, the values and mannerisms of Islam, the rulings of Islam and their purposes, the biography of Prophet Muhammad, prominent Muslim characters, national identity and contemporary issues.

## Main Aims of the Course and Skills Developed Throughout the Course

This course aims at learning Islamic Education and developing thinking and performance skills in a persistent endeavour to equip this generation of students with the tools necessary for ingenuity, inventiveness, meeting challenges and achieving success in this life and hereafter.

It also aims at:

- Strengthening the learner's relation with the Holy Quran as it is the primary source of knowledge, behaviour, values, taste and beauty in order to build a Quranic mentality and personality.
- Strengthening the relation of the learner with the Hadith as it is the second source of legislation which explains the judgments, knowledge, values, and behaviour of the Holy Quran.

## Areas of Study - Grade 9

### Book 9

- In the Holy Presence of Allah, His Messenger and the Ruler
- Surat Hujurat
- The Seven Grave Sins
- A Forgiving (Ghafour) Lord
- Exchanging Advice in Islam (Tanasuh)
- Zakat (alms-giving) in Islam
- Permissibility (Halal) is Self-evident

### Book 10

- Surat ul-Kahf 1-8
- Makkan and Madinian Qur'an
- Sakinah bint al Hussein
- The People of the Cave
- Stages of collecting the Holy Qur'an
- Endowments: Giving and Growth

## Course Assessment

Assessment type	Marks
Test 1	20%
Test 2	20%
Qur'an and Hadith Memorization	20%
Tilawah and Tajweed	15%
Term Project and research	5%
Written class tasks	20%

## Further Opportunities

This course gives the students better understanding of who they are and what is their purpose of living creating a balanced individual ready to face the challenges of life. The knowledge and the skills they attain in this course will be used throughout their life whenever they will need to take a decision.

Furthermore, completing Islamic Education course provides the opportunity to the students to get their High School diploma attested in MOE which is prerequisite to joining any university in UAE.

## Subject Contact

Head of Department: Violeta Axhami - [violeta.axhami@rakacademy.org](mailto:violeta.axhami@rakacademy.org)

# Social Studies - Arabic

## Intent:

- This curriculum is in line with the Ministry's vision and philosophy on such subjects that develop and enhance the students' national identity and personality, in accordance with the National Standards Framework on the Criteria for Social Studies & National Education.
- This development comes from the Ministry's belief in the importance of social studies and national education.
- It is related to the building of personalities, instilling the values of national identity, the practice of good citizenship, which is an incubator of human function in history, geography, political science, economics, sociology and psychology, and the foundation from which humans move towards the future.

## Implementation:

- Introducing students to the influence of personalities, events and important developments and their role in forming societies during various specific periods and at different places.
- Articles within the subjects of social studies and national education hold contemporary titles that reflect the extent to which they correspond to local and international events and global issues that require awareness such as the environment and climate. Such titles include "processions for martyrs", "country of happiness", "local environment", "nuclear energy", "human civilizations" and "soft power".

## Impact

- The subject of Social Studies is a noble one that seeks to instill the values of citizenship in the minds of student in a scientific and studied manner.
- Deepen their sense of national responsibility which will enable them to convert those national values into daily practice.
- The subjects also increase students' awareness about earth and the extent of its connection with human interactions, to reach an understanding of mutual relationships between human societies and the surrounding physical environment.

## Course Information – Grade 9

Arabic Social Studies is a UAE Government Mandated Subject. It is compulsory for all students who have an Arab passport. The curriculum is designed by MOE. It is taught into two parts, throughout three semesters.

- In this course the students learn more about their community's causes, the level of development within their country, and the efforts exerted by the UAE government in this field.
- Furthermore, it familiarizes students with economic principles and regulations, the operation of markets, and the role of the government in developing both the national and international economy.

## Main Aims of the Course and Skills Developed Throughout the Course

It aims at building of personalities, instilling the values of national identity, the practice of good citizenship, which is an incubator of human function in history, geography, political science, economics, sociology and psychology, and the foundation from which humans move towards the future.

## Areas of Study

- الإمارات نبض العالم ( دستور دولة الإمارات العربية )
- الملامح الطبيعية للوطن العربي : موقع الوطن العربي أهميته
- الملامح الطبيعية للوطن العربي : تضاريس الوطن العربي
- قضايا اقتصادية ( التكتلات الاقتصادية )
- المناخ والنبات الطبيعي في الوطن العربي
- وثيقة الاخوة الانسانية.

## Course Assessment

Assessment type	Marks
Test 1	20%
Test 2	20%
Quiz	10%
Term Project and Research	10%
Homework	15%
Worksheets	15%
Collaborative activities	10%

## Further Opportunities

This course provides the UAE students with a better understanding the main causes of their country and how to contribute in them. It also allows the non-UAE students to integrate in the society and appreciate the peace and prosperity that UAE government offers.

Furthermore, completing Arabic Social Studies course provides the opportunity to the students to get their High School diploma attested in MOE which is prerequisite to joining any university in UAE.

## Subject Contact

Head of Department: Violeta Axhami - [violeta.axhami@rakacademy.org](mailto:violeta.axhami@rakacademy.org)

# Social Studies - English

## Intent:

This curriculum is in line with the Ministry's vision and philosophy on such subjects that develop and enhance the students' national identity and personality, in accordance with the National Standards Framework on the Criteria for Social Studies & National Education.

The social studies for non-Arabs curriculum has been designed to include international topics on social studies history humanities geography economics civics and national education the lessons and text that you use scaffolded spiral learning to inspire students with interesting and engaging topics but not only convey content but also introduce and reinforce 21st century skills to prepare students to contribute positively to the 4th industrial revolution global environment.

## Implementation:

Social Studies is a UAE Government Mandated Subject taught twice a week at Key Stage 4.

- A great emphasis is placed on class discussion and verbal assessment. Students are actively encouraged to contribute in a number of ways as well as to challenge the information they are presented with.
- A cross curricular approach is adopted to help support learning in other Humanities subject at IGCSE.
- A range of reasoning resources are used to challenge all children and give them the opportunity to reason with their understanding.
- Children are taught through targeted differentiated small group and mixed ability whole class lessons.
- Lessons use a variety of approaches to guide children through their understanding of historical skills, knowledge and perspectives.
- Revise and Review consolidation lessons are used to revisit previous learning and ensure Historical and English Language skills are embedded.
- Homework is set to develop and review children's learning.

## Impact

- Explain how social, cultural, political and economic factors shape and are shaped by the physical environment.
- Evaluate the relationship between human societies and the environment, e.g. agricultural productivity, improved water transport (river locks), electric power; global warming, pollution, natural disasters, etc.
- Identify and evaluate long-term changes, enduring influences, and recurring patterns in world history
- Analyse the impact of revolution on politics, economies, and societies.
- Analyse how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another.
- Perform analyses of quantitative and qualitative data.
- Evaluate historians' interpretations of the past using a variety of sources
- Examine historical and current influences of modern science on technological innovation.
- Analyse instances in which economic conditions have influenced and been influenced by scientific developments and technological developments.

### Course Information – Grade 9

English Social Studies is a UAE Government Mandated Subject. It is compulsory for all students who have a non-Arab passport. The curriculum is designed by MOE. It is taught into two parts, throughout three semesters.

- In this course the students learn more about their community's causes, the level of development within their country, and the efforts exerted by the UAE government in this field.
- Furthermore, it familiarizes students with economic principles and regulations, the operation of markets, and the role of the government in developing both the national and international economy

### Main Aims of the Course and Skills Developed Throughout the Course

The course is designed with further study in mind. A significant emphasis is placed on developing conceptual awareness and practical research skills which can then be utilised on the IB Diploma Program and in A-Level study.

The course looks to build on knowledge developed in IGCSE to give students a more global outlook on a number of Humanities topics, again preparing students for further study.

### Areas of Study

The course is mandated by the UAE Ministry of Education and is subject to change.

In term one students will discuss geography and social aspects of broad areas of the world. Climate, animals and cultures are discussed, and a focus is placed on how all of these factors are interconnected. Modern issues related to climate change and sustainability are discussed.

In term two students focus on specific important historical events that form the body of common knowledge for modern global civilization. Natural disasters such as earthquakes, tsunamis, and volcanoes are introduced as well as their historical and current impact on people in areas which they have occurred. Non-western cultures and explorers who visited them in history are discussed to give students a wide historical perspective of the development of civilizations. Expo 2020 is introduced to make students aware of its origins and benefits to be UAE

Term three focuses on Emirati history and sociology and how to perform research on social science topics. Students learn about important initiatives in the UAE related to health, education and sustainability. Students are introduced to social science research starting from the purpose of conducting research.

### Course Assessment

Assessment type	Marks
Test 1	20%
Test 2	20%
Quiz	10%
Term Project and Research	10%
Homework	15%
Worksheets	15%
Collaborative activities	10%



### **Further Opportunities**

This course provides the UAE students with a better understanding the main causes of their country and how to contribute in them. It also allows the non-UAE students to integrate in the society and appreciate the peace and prosperity that UAE government offers.

Furthermore, completing Arabic Social Studies course provides the opportunity to the students to get their High School diploma attested in MOE which is prerequisite to joining any university in UAE.

### **Subject Contact**

Head of Humanities – Mr Liam Core [liam.core@rakacademy.org](mailto:liam.core@rakacademy.org)

# IGCSE English First Language

## Cambridge International Examinations– CIE 0500 English First Language

### **Intent:**

Our intention is to create critical thinkers who can apply their own thoughts and ideas to everything they read and hear. In English we encourage students to be inquisitive and to explore and express their ideas. Students also learn the historical and social context of the text they study to develop their wider knowledge. Our students also practice the skills of writing, particularly being encouraged to write with flair, passion, confidence and authority. Our students can also explore connotations within a text, and develop skills of empathy and understanding. Most importantly, we want them to have a love of language and take pleasure in the exploration of the written word.

### **Implementation:**

We provide students with texts that are subjective. This enforces them to think critically and apply their own ideas, culture and experience to the texts we explore. Furthermore, students will hone their own values and moral compass through the literary characters they meet. Furthermore, students will begin to build a clear and concise understanding of the English Language. Through the studying of different text types and the application of transactional writing tasks, students will be able to write in a wide range of formats and in a wide range of purposes. Students will be encouraged to work independently but on some occasions as a team to work on the skills needed to analyse the themes and characters as required.

### **Impact:**

The British curriculum is built to embed confidence and higher order thinking skills into all our students. The promotion of a wide range of texts means the students will be prepared through the information they have been provided with and the texts they have investigated. We live in a world where we believe everything we read, the skills acquired in English will ensure independent and critical thinking skills are developed.

### **Course Information**

It is compulsory to study English. This course allows students to:

- Develop the ability to communicate clearly, accurately and effectively when speaking and writing.
- Learn how to use a wide range of vocabulary, correct grammar, spelling and punctuation.
- Develop a personal style and an awareness of the audience being addressed.

Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. IGCSE First Language English also develops more general analysis and communication skills such as inference, and the ability to order facts and present opinions effectively.

### **Main Aims of the Course and Skills Developed Throughout the Course**

The aims are to enable students to:

- Read a wide range of texts, fluently and with good understanding, enjoying and appreciating a variety of language.
- Read critically, and use knowledge gained from wide reading to inform and improve their own writing.
- Write accurately and effectively, using Standard English appropriately.
- Work with information and with ideas in language by developing skills of evaluation, analysis, use and inference.
- Listen to, understand and use spoken language effectively.
- Acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology and linguistic conventions.

### Areas of Study

The English Language course lasts one year and is taken at the end of Grade 9. Here, the students will improve their reading and writing skills. They will have the opportunity to respond with understanding to a rich array of reading texts during the course as a whole. They will use these texts to inform and inspire their own writing, and write in a range of text types for different purposes and audiences.

### Course Assessment

100% examination, all students take two papers: Paper 1 and Paper 2.

<p><b>Paper 1: Reading</b> 2 hours Paper 1 is comprised of 3 questions</p> <p>This is 50% of the language paper grade</p> <p>Candidates apply a variety of inference and analytical skills to 3 separate texts</p> <p>Externally assessed</p>	<p><b>Paper 2: Directed Writing and Composition</b> 2 hour</p> <p>Paper 2 is comprised of 2 section:</p> <p>Writing composition Directed writing</p> <p>This is 50% of the language paper grade</p> <p>Externally assessed</p>
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### Further Opportunities

Apart from improving your ability to speak and write in English, this course will give you some of the skills that you need to study English at Key Stage 5, as well as improve your overall English language abilities.

### Subject Contact

Subject Leader – Mrs. J Griffiths: [jennifer.griffiths@rakacademy.org](mailto:jennifer.griffiths@rakacademy.org)

Key Stage Co-ordinator- Ms. K Whittle: [kymbley.whittle@rakacademy.org](mailto:kymbley.whittle@rakacademy.org)

# IGCSE English Second Language

## Cambridge International Examinations– CIE 0510/0511 English First Language

### **Intent:**

Our intention is to create critical thinkers who can apply their own thoughts and ideas to everything they read and hear. In English we encourage students to be inquisitive and to explore and express their ideas. Students also learn the historical and social context of the text they study to develop their wider knowledge. Our students also practice the skills of writing, particularly being encouraged to write with flair, passion, confidence and authority. Our students can also explore connotations within a text, and develop skills of empathy and understanding. Most importantly, we want them to have a love of language and take pleasure in the exploration of the written word.

### **Implementation:**

We provide students with texts that are subjective. This enforces them to think critically and apply their own ideas, culture and experience to the texts we explore. Furthermore, students will hone their own values and moral compass through the literary characters they meet. Furthermore, students will begin to build a clear and concise understanding of the English Language. Through the studying of different text types and the application of transactional writing tasks, students will be able to write in a wide range of formats and in a wide range of purposes. Students will be encouraged to work independently but on some occasions as a team to work on the skills needed to analyse the themes and characters as required.

### **Impact:**

The British curriculum is built to embed confidence and higher order thinking skills into all our students. The promotion of a wide range of texts means the students will be prepared through the information they have been provided with and the texts they have investigated. We live in a world where we believe everything we read, the skills acquired in English will ensure independent and critical thinking skills are developed.

### **Course Information**

It is compulsory to study English. This course allows students to:

- Develop the ability to communicate clearly, accurately and effectively when speaking and writing.
- Learn how to use a wide range of vocabulary, correct grammar, spelling and punctuation.
- Develop a personal style and an awareness of the audience being addressed.

Students are also encouraged to read widely, both for their own enjoyment and to further their awareness of the ways in which English can be used. IGCSE First Language English also develops more general analysis and communication skills such as inference, and the ability to order facts and present opinions effectively.

### **Main Aims of the Course and Skills Developed Throughout the Course**

The aims are to:

- develop learners' ability to use English effectively for the purpose of practical communication
- Form a solid foundation for the skills required for further study or employment using English as the medium
- Develop learners' awareness of the nature of language and language-learning skills
- Promote learners' personal development.

### **Areas of Study**

The English Second Language course lasts one year and is taken at the end of Grade 9. Here, the students will improve their reading and writing skills. They will have the opportunity to respond with understanding

to a rich array of reading texts during the course as a whole. They will use these texts to inform and inspire their own writing, and write in a range of text types for different purposes and audiences.

### Course Assessment

100% examination, all students take two papers: Paper 1 and Paper 2.

<b>Paper 1: Reading and writing</b> 2 hours Reading and Writing 70% - 80 marks Six exercises testing a range of reading and writing skills Externally assessed	<b>Paper 2: Speaking and listening</b> 50 minutes Listening 30% - 40 marks Candidates listen to several short extracts and longer texts, and complete a range of task types, including short-answer questions, gap filling, matching, multiple choice and note making. Externally assessed
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### Further Opportunities

Apart from improving your ability to speak and write in English, this course will give you some of the skills that you need to study English at Key Stage 5, as well as improve your overall English language abilities.

### Subject Contact

Subject Leader – Mrs. J Griffiths: [jennifer.griffiths@rakacademy.org](mailto:jennifer.griffiths@rakacademy.org)

Key Stage Co-ordinator- Ms. K Whittle: [kymbly.whittle@rakacademy.org](mailto:kymbly.whittle@rakacademy.org)

# IGCSE English Literature

## Cambridge International Examinations– CIE 0475 English Literature

### Course Information

It is compulsory to study English. This course allows students to read, interpret, evaluate and respond to a range of literature in English. The range includes drama, prose and poetry. It enables students to deepen their understanding and appreciation of the ways in which writers use English to express meaning and achieve effects. IGCSE Literature in English will stimulate students to read for pleasure and to explore wider and universal issues, promoting a better understanding of themselves and the world.

### Main Aims of the Course and Skills Developed Throughout the Course

The syllabus enables students to read, interpret and evaluate texts through the study of literature in English. Students develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognise and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied. The syllabus also encourages the exploration of wider and universal issues, promoting students' better understanding of themselves and of the world around them.

### Areas of Study

This course is taken in Grade 10 only. Here you will improve your analytical skills and learn how authors write. You'll also get the chance to voice your opinions and feelings about worldwide issues such as prejudice, love, belonging and poverty, to list but a few.

### Course Assessment

100% examination

<b>Paper 1:</b> 1 hour 30 minutes Poetry and Prose 50% 50 marks Two questions on two texts: one poetry and one prose Externally assessed	<b>Paper 3:</b> 45 minutes Drama (Open Text) 25% 25 marks One question on one text Externally assessed	<b>Paper 4:</b> 1 hour 15 minutes Unseen 25% 25 marks One question requiring critical commentary Externally assessed
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### Further Opportunities

Studying English Literature helps to sharpen our students' analytical skills. They will be expected to take a text and find the themes, and then connect it with other texts, theories and historical events. Students will use their complex ideas to search for patterns and interpret information in a wider context. They will also develop their planning and research skills as well as gain knowledge of history, culture, philosophy and even human behaviour. English is good for any job that involves communication, writing and / or literary knowledge. These include: advertising and marketing, writing and journalism, law, consultancy, business, teaching, performing arts, academia, government, linguistics, foreign languages, media and design.

### Subject Contact

Subject Leader – Mrs J Griffiths: [jennifer.griffiths@rakacademy.org](mailto:jennifer.griffiths@rakacademy.org)

Key Stage Co-Ordinator- Ms. K Whittle: [kymbly.whittle@rakacademy.org](mailto:kymbly.whittle@rakacademy.org)

# IGCSE Mathematics

**Exam board and specification number – Edexcel 1MA1**

## **Intent:**

We aim to create the very best Mathematicians. We challenge students to think, act and speak like those working in the field would. We do this by quality first teaching which ensures students understand underlying Mathematical principles and can apply them in a variety of familiar and unfamiliar contexts. We teach content in its totality and constantly refer to the 'why' techniques work, encouraging students to make connections between ideas and topics. Our curriculum at RAK Academy goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable. Our curriculum in Mathematics forms a backbone to our ethos. Students are explicitly taught strategies to solve problems and are encouraged by teacher modelling to be able to express themselves in Mathematical language. As knowledge based curriculum, we believe that knowledge underpins and enables the application of skills; both are entwined. Use of regular diagnostic quizzes, and assessment for learning particularly using mini whiteboards is a common feature of Maths lessons. The five main areas of number, algebra, ratio, geometry and data are taught in a cycle. Each time students revisit an area, they are exposed to more complex content, building on what they have already learnt. We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it.

## **Implementation:**

Collaborative curriculum planning lies at the heart of what we do in the department. We are committed to a three-year plan of developing our KS4 scheme of work. These are based on embedding challenge, metacognition, memory techniques and literacy into our departmental curriculum. Alongside our schemes of work, we are due to be developing knowledge organisers at KS3. This is enabling us to define the core knowledge our students need to master. In Mathematics we also implement our curriculum through using a variety of teaching approaches and tasks such as treasure hunts, relay tasks, competitive game based activities and problem solving as well as more traditional skills practice and skill checkers. Key skills and knowledge are constantly revisited and key terminology is regularly embedded within lessons and in the written work that our students produce. Students are challenged to build on fundamental concepts by structured extension activities.

## **Impact:**

We know our curriculum is working in the Mathematics department through analysis of the school IGCSE results. Departmental Quality Assurance shows students taking pride in their work in Mathematics, and enjoying the level of challenge and variety of learning activities. Teaching and learning in the department is highly developed and can be evidenced through positive internal learning walks and observations. Students will develop a love for Mathematics and will want to study at University and beyond that. It will help them analyse the world in a critical manner.

## **Course Information**

This is a core subject that all students take. It is essential in life to have good numeracy skills and to be able to solve problems. Many career pathways, apprenticeships and college and university courses require a certain level of mathematics in order for students to be accepted on to them.

## Main Aims of the Course and Skills Developed Throughout the Course

To develop fluent knowledge, skills and understanding of mathematical methods and concept; to acquire, select and apply mathematical techniques to solve problems; to be able to reason mathematically, make deductions and draw conclusions and to understand and interpret mathematical information in a variety of ways.

## Areas of Study

Mathematics falls into 6 key areas and aims to develop these skills and develop an aptitude for problem solving using these skills. The 6 key areas are:

- Number
- Algebra
- Ratio, Proportion and rates of change
- Geometry and measures
- Probability
- Statistics

## Course Assessment

100% examination.

All students will take two papers.

The course provides two tiers of entry, a foundation and higher tier to ensure students are best placed to ensure exam success.

<b>Paper 1:</b>	<b>Paper 2:</b>
<ul style="list-style-type: none"><li>• 2 Hours</li><li>• 50%</li><li>• Calculator</li><li>• Externally assessed</li></ul>	<ul style="list-style-type: none"><li>• 2 Hours</li><li>• 50%</li><li>• Calculator</li><li>• Externally assessed</li></ul>

A high level of mathematics is sought by all employers and the types of course available to you at university and beyond are usually defined by your grade in mathematics.

## Further Opportunities

Mathematics is used in all careers but is a vital skill for careers in accountancy, business, banking, science and technology based careers. Students that achieve good qualifications in Mathematics are in high demand in this country and worldwide and are very well paid as a result. #

Students can study A-level mathematics and also mathematics as part of the IB programme.

## Subject Contact

Subject Leader: Mrs Nashmia Zubair: [nashmia.zubair@rakacademy.org](mailto:nashmia.zubair@rakacademy.org)



# IGCSE Biology

**Exam board and specification number – Cambridge International IGCSE 0610**

## **Intent:**

This course aims to:

- Provide an enjoyable and worthwhile educational experience for all students, whether or not they go on to study Biology beyond this level.
- Enable students to acquire sufficient knowledge and understanding to become confident citizens in a technological world and develop an informed interest in scientific matters.
- Develop experimental skills through investigation using scientific instruments and apparatus, including techniques of operation and aspects of safety.
- Allow students to recognise that science is evidence-based and understand its usefulness and the limitations.
- Develop skills that are relevant to the study and practice of Biology and also in everyday life.
- Encourage effective communication through the language of science.
- Develop attitudes relevant to Biology such as integrity, enquiry, initiative and inventiveness.
- Enable students to appreciate that science is subject to social, economic, technological, ethical and cultural influences and limitations.
- Students recognize that the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

## **Implementation:**

The Cambridge IGCSE Biology course offers a balance of thorough knowledge and understanding whilst developing the skills students need for their next steps in education.

Students will:

- Have three 60 minute lessons a week.
- Develop their knowledge and understanding of scientific phenomena, facts, laws, definitions, concepts and theories using scientific vocabulary, terminology and conventions (including symbols, quantities and units).
- Develop their practical work which includes examining cells under a microscope, investigating the factors that affect photosynthesis, transpiration, water uptake and seed germination, factors that affect enzyme activity and dissections of the heart, eyes and lungs.
- Develop their numeracy skills through problem solving, manipulating numerical data and presenting information in tables and graphs.
- Add, subtract, multiply, divide, use averages, decimals, fractions, percentages, ratios and reciprocals, use standard notation, including both positive and negative indices and understand significant figures, using them appropriately.
- Rearrange equations to make calculations.
- Draw charts and graphs from given data and select suitable scales and axes for graphs.
- Interpret charts and graphs and determine the gradient and intercept of a graph.
- Develop their communication skills by identifying patterns, reporting trends and drawing inferences to present reasoned explanations for phenomena.
- Be taught in mixed ability classes

Homework is set to develop and review student's learning with an emphasis on exam style questions and where possible, links are made with other subjects

## Impact:

Students will:

- Develop a love of Biology and go on to study it into University and beyond.
- Be excited about what they are learning.
- Be able to critically analyse data from the real world and apply problem solving techniques to these situations.
- Use a variety of resources to support learning that is tracked and monitored to ensure that all students achieve their target grades.

## Course Information

Cambridge IGCSE Biology enables students to:

- Increase their understanding of the technological world
- Take an informed interest in scientific matters
- Recognise the usefulness of scientific method, how to apply this to other disciplines and everyday life
- Develop an interest, and a care for, the environment

This programme balances a thorough knowledge and understanding of Biology and develops skills that will be useful for further education or employment.

## Main Aims of the Course and Skills Developed Throughout the Course

- Develop practical skills relevant to the study and practice of Biology
- Encourage a systematic approach to problem solving
- Encourage safe practice in investigative work
- Develop effective communication through the language of science
- Develop a concern for accuracy and precision, objectivity, integrity, and initiative in Biology

## Areas of Study

Students will study a variety of biological concepts including but not limited to;

- Classification of living organisms
- Biological molecules
- Plant nutrition
- Respiration
- Inheritance
- Biotechnology and Genetic Engineering

## Course Assessment

100% examination, students will sit 3 papers.

Paper	Paper Type	Final Grade (%)	Time (min)	Core/Extended
1	Multiple Choice	30	45	Core
2	Multiple Choice	30	45	Extended
3	Theory	50	75	Core
4	Theory	50	75	Extended
6	Alternative to Practical	20	60	Core and Extended

### **Further Opportunities**

IGCSE Biology provides a good scientific foundation for all career paths, allowing students to develop their analytical skills, practical techniques, and knowledge application in a range of areas. It can lead to AS and A level Biology, or Biology as a subject choice in IB.

IGCSE Biology will develop skills in scientific communication, logical progression of Biological theory, and basic mathematical skills which are a pre-requisite for many career pathways. Students considering the field of teaching, psychology, medicine, biological research or the general health profession should consider taking this course.

### **Subject Contact**

Subject Leader – Mrs Marilla Wiggins, [Marilla.Wiggins@rakacademy.org](mailto:Marilla.Wiggins@rakacademy.org)

# IGCSE Chemistry

**Exam board and specification number – Cambridge International IGCSE 0620**

## **Intent:**

This course aims to:

- Provide an enjoyable and worthwhile educational experience for all students, whether or not they go on to study Chemistry beyond this level.
- Enable students to acquire sufficient knowledge and understanding to become confident citizens in a technological world and develop an informed interest in scientific matters.
- Develop experimental skills through investigation using scientific instruments and apparatus, including techniques of operation and aspects of safety.
- Allow students to recognise that science is evidence-based and understand its usefulness and the limitations.
- Develop skills that are relevant to the study and practice of Chemistry and also in everyday life.
- Encourage effective communication through the language of science.
- Develop attitudes relevant to Chemistry such as integrity, enquiry, initiative and inventiveness.
- Enable students to appreciate that science is subject to social, economic, technological, ethical and cultural influences and limitations.
- Students recognize that the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

## **Implementation:**

The Cambridge IGCSE Chemistry course offers a balance of thorough knowledge and understanding whilst developing the skills students need for their next steps in education.

Students will:

- Have three 60 minute lessons a week
- Develop knowledge and understanding of scientific phenomena, facts, laws, definitions, concepts and theories using scientific vocabulary, terminology and conventions (including symbols, quantities and units).
- Have practical work which includes chromatography, purification techniques, electrolysis, rates of reaction, reactivity series and displacement reactions, preparation of salts and testing for aqueous cations.
- Develop numeracy skills through problem solving, manipulating numerical data and presenting information in tables and graphs.
- Add, subtract, multiply, divide, use averages, decimals, fractions, percentages, ratios and reciprocals, use standard notation, including both positive and negative indices and understand significant figures, using them appropriately.
- Use and rearrange equations to make calculations.
- Draw charts and graphs from given data and select suitable scales and axes for graphs.
- Interpret charts and graphs and determine the gradient and intercept of a graph.
- Develop their communication skills by identifying patterns, reporting trends and drawing inferences to present reasoned explanations for phenomena.
- Be taught in mixed ability classes

Homework is set to develop and review student's learning with an emphasis on exam style questions  
Where possible, links are made with other subjects

## Impact:

Students will:

- develop a love of Chemistry and go on to study it into University and beyond and will be excited about what they are learning
- be able to critically analyse data from the real world and apply problem solving techniques to these situations
- experience lessons that use a variety of resources to support learning
- Experience learning that is tracked and monitored to ensure that all students achieve their target grades

## Course Information

Cambridge IGCSE Chemistry enables students to:

- Develop relevant attitudes, such as concern for accuracy and precision, objectivity, integrity, enquiry, initiative and inventiveness
- Recognise the usefulness of scientific method, and how to apply this to other disciplines and everyday life

This programme balances a thorough knowledge and understanding of Chemistry and develops skills that will be useful for further education or employment.

## Main Aims of the Course and Skills Developed Throughout the Course

- Develop practical skills relevant to the study and practice of Chemistry
- Enable students to appreciate that the applications of science may be both beneficial and detrimental to the individual, and the community and the environment
- Encourage safe practice in investigative work
- Develop effective communication through the language of science
- Develop a concern for accuracy and precision, objectivity, integrity, and initiative in Chemistry

## Areas of Study

Students will study a variety of Chemistry concepts including but not limited to;

- The particulate nature of matter
- Atoms, elements and compounds
- Stoichiometry
- Acids, bases and salts
- The Periodic Table
- Organic chemistry

## Course Assessment

100% examination, students will sit 3 papers.

Paper	Paper Type	Final Grade (%)	Time (min)	Core/Extended
1	Multiple Choice	30	45	Core
2	Multiple Choice	30	45	Extended
3	Theory	50	75	Core
4	Theory	50	75	Extended
6	Alternative to Practical	20	60	Core and Extended

### **Further Opportunities**

IGCSE Chemistry is the scientific discipline involved with compounds or atoms, elements, and molecules. It can lead to AS and A level Chemistry, or Chemistry as a subject choice in IB. IGCSE Chemistry will develop skills in scientific communication, the ability to predict and make observations on chemical reactions, and calculating concentrations and reacting mass, which are a pre-requisite for many career pathways. Students considering the field of teaching, pharmacology, medicine, chemical engineering or the general health profession should consider this course.

### **Subject Contact**

Subject Leader – Mrs Marilla Wiggins, [Marilla.Wiggins@rakacademy.org](mailto:Marilla.Wiggins@rakacademy.org)

# IGCSE Physics

**Exam board and specification number – Cambridge International IGCSE 0625**

## **Intent:**

The Physics IGCSE course aims to:

- Provide an enjoyable and worthwhile educational experience for all students, whether or not they go on to study Physics beyond this level.
- Enable students to acquire sufficient knowledge and understanding to become confident citizens in a technological world and develop an informed interest in scientific matters
- Develop experimental skills through investigation using scientific instruments and apparatus, including techniques of operation and aspects of safety.
- Allow students to recognise that science is evidence-based and understand its usefulness and the limitations.
- Develop skills that are relevant to the study and practice of Physics and also in everyday life
- Encourage effective communication through the language of science.
- Develop attitudes relevant to Physics such as integrity, enquiry, initiative and inventiveness
- Enable students to appreciate that science is subject to social, economic, technological, ethical and cultural influences and limitations.
- Ensure students can recognize that the applications of science may be both beneficial and detrimental to the individual, the community and the environment.

## **Implementation:**

- The Cambridge IGCSE Physics course offers a balance of thorough knowledge and understanding whilst developing the skills students need for their next steps in education.
- Students will have three 60-minute lessons a week.
- Students will develop their knowledge and understanding of scientific phenomena, facts, laws, definitions, concepts and theories using scientific vocabulary, terminology and conventions (including symbols, quantities and units).
- Practical work includes investigating, speed, acceleration, friction, energy and electricity, thermal properties of materials, wave properties, reflection, refraction and diffraction of light, electromagnetic induction and motors.
- Practical work enables students to develop numeracy skills through problem solving, manipulating numerical data and presenting information in tables and graphs.
- Students will add, subtract, multiply, divide, use averages, decimals, fractions, percentages, ratios and reciprocals, use standard notation, including both positive and negative indices and understand significant figures, using them appropriately.
- Student will use and rearrange equations to make calculations.
- Students will draw charts and graphs from given data and select suitable scales and axes for graphs, interpret charts and graphs, determine the gradient and the intercept of a graph.
- Students develop their communication skills by identifying patterns, reporting trends and drawing inferences to present reasoned explanations for phenomena.
- Students are taught in mixed ability classes.

Homework is set to develop and review student's learning with an emphasis on exam style questions

Where possible, links are made with other subjects

## **Impact:**

- Students will develop a love of Physics and go on to study it into University.
- Students will be excited about what they are learning in their lessons.

- Students will be able to critically analyse data from the real world and apply problem solving techniques to these situations.
- Lessons that use a variety of resources to support learning.
- Learning that is tracked and monitored to ensure that all students achieve their target grades.

### Course Information

Cambridge IGCSE Physics enables students to:

- Allow students to recognise that science is evidence based and understand the usefulness, and the limitations of scientific method.
- Encourage safe and efficient investigative practice.
- Encourage a systematic approach to problem solving.

This programme balances a thorough knowledge and understanding of Physics and develops skills that will be useful for further education or employment.

### Main Aims of the Course and Skills Developed Throughout the Course

- Develop practical skills relevant to the study and practice of Physics.
- Enable students to appreciate that the applications of science may be both beneficial and detrimental to the individual, and the community and the environment.
- Develop effective communication through the language of science.
- Develop a concern for accuracy and precision, objectivity, integrity, and initiative in Physics.

### Areas of Study

Students will study a variety of Physics concepts including but not limited to;

- Forces and motion
- Thermal physics
- Properties of waves, including light and sound
- Electricity and magnetism
- Atomic physics

### Course Assessment

100% examination, students will sit 3 papers.

Paper	Paper Type	Final Grade (%)	Time (min)	Core/Extended
1	Multiple Choice	30	45	Core
2	Multiple Choice	30	45	Extended
3	Theory	50	75	Core
4	Theory	50	75	Extended
6	Alternative to Practical	20	60	Core and Extended

### Further Opportunities

IGCSE Physics is the scientific discipline involved with matter and its motion, and its behaviour through space and time. It studies the related entities of energy and force and tries to understand how the universe behaves. This course leads to AS and A level Physics, or Physics as a subject choice in IB. Physics IGCSE will develop skills in scientific calculation, the ability to predict new technologies, and suggest efficiencies of modern-day appliances, which are a pre-requisite for many career pathways. Students considering the field of engineering, mechanics, data analyst, would be recommended to take this course.

### Subject Contact

Subject Leader – Mrs Marilla Wiggins, [Marilla.Wiggins@rakacademy.org](mailto:Marilla.Wiggins@rakacademy.org)



# IGCSE Global Citizenship

Exam board and specification number – IGCSE CIE 0460

## Intent

- The scope, structure, and philosophy of governments vary considerably, some based upon constitutions, human needs, civic rights and responsibilities, and the rule of law, others on different principles.
- National governments have major responsibilities for shaping domestic policy and for directing foreign policy.
- Governments are financed through taxation and make decisions about how to allocate those resources.
- The world is organized into nations, which interact with each other through trade, diplomacy, and war.
- Individuals and groups organize based on cultural values and beliefs, socio-economic status, and political ideology.
- Social groups can be defined in a variety of ways, including identity, race, ethnicity, class, and gender.

## Implementation

- Global Citizenship is taught twice a week at Key Stage 4.
- Significant attention is placed on academic English development in order to prepare them for all forms of assessment.
- There is a dual-focus placed on not only covering course content, but ensuring the student is well prepared for further study in similar subjects at either A-Level or IB DP.
- A great emphasis is placed on class discussion and verbal assessment. Students are actively encouraged to contribute in a number of ways as well as to challenge the information they are presented with.
- Ranges of reasoning resources are used to challenge all students and give them the opportunity to reason with their understanding.
- Students are taught through targeted differentiated small group and mixed ability whole class lessons.
- Lessons use a variety of approaches to guide children through their understanding of various knowledge and perspectives.
- Revise and Review consolidation lessons are used to revisit previous learning and ensure Historical and English Language skills are embedded.
- Homework is set to develop and review children's learning.
- Links are made with contemporary events and other subjects across the curriculum.

## Impact

- Explain how circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.
- Explain the roots of and historical development of contemporary political systems.
- Evaluate strengths and weaknesses of various kinds of political philosophies and ideologies.
- Evaluate issues regarding distribution of powers and responsibilities within political systems.
- Evaluate the role of law and order in political systems.
- Evaluate how groups and institutions work to meet individual needs and address necessary social changes.
- Examine the role of voluntary, community and nongovernmental groups in society and their relationship to the functions of political organizations.

## Course Information

The Pearson Edexcel International GCSE in Global Citizenship is a linear qualification. All units are taken at the end of the course of study. The curriculum is engaging and relevant and widens students' knowledge of contemporary issues. It encourages them to reflect on what makes them a 'global citizen', and how their learning will develop their skills and knowledge within their local and national communities.

## Main Aims of the Course and Skills Developed Throughout the Course

Through the content studied and assessment, students will engage in responding to issues and take part in the community project, which allows them to 'engage' with global society. This will enable them to take greater ownership and responsibility of the community activity to demonstrate active citizenship – improving others' societies as well as their own.

The aims and objectives of this qualification are to:

- introduce key issues and changes affecting societies across the globe and develop students' understanding of them
- develop students' understanding of how communities interact locally, nationally, regionally and globally in response to change
- develop students' skills of enquiry, analysis and evaluation of different perspectives in relation to global issues and change
- enable students to participate in local community activities and understand the impact of these actions in terms of making a difference to their own community, to the communities of others or society.

## Areas of Study

Themes relate to possible citizenship action projects which can be undertaken. •

Contexts and settings will be those that students are likely to encounter, for example in society, employment and their own community. •

Culturally sensitive themes are used throughout to build on knowledge and widen understanding of global and local issues affecting communities and societies.

## Course Assessment

100% external assessment.

**Paper 1:** Global Citizenship – 2.5 hours examination

- Externally assessed
- This paper assesses knowledge and understanding of four key themes relating to global citizenship studies:
  - Politics and Governance
  - Economic Development and the Environment
  - Culture and Community
  - Technology

These themes are broken down into related subject areas, which enable students to explore a wide range of issues and ideas, with a specific focus on how they interrelate with being an effective citizen

## Further Opportunities

This course provides a foundation for students wishing to progress to further study of humanities subjects, such as those which touch upon politics, economics or relate to global development

## Subject Contact

Head of Humanities: Mr Liam Core [liam.core@rakacademy.org](mailto:liam.core@rakacademy.org)

# Physical Education - Core

## Intent:

It is our aim in Physical Education to allow students to be exposed to a wide range of physical activities and sports in practical environments. We strive for all students to achieve their maximum potential and provide them with the opportunity to do this through a wide range of activities offered both in lessons, online and as extra-curricular activities.

Through practical lesson, students are given opportunities to:

- Develop a passion for sport and physical activity
- Promote lifelong participation in being active
- Enjoy experiences of sport and physical activity that inspires healthy habits and active lifestyles

## Implementation:

- Students will have one or two 60-minute lessons per week
- Practical lessons will focus on exposing students to a range of sports and physical activities, with students then choosing their preference for the term.
- Leadership, communication and tactical skills will be developed in a practical setting.
- The online platform will be used to support those working from home opportunities to be active and lead healthy lifestyles.

## Impact:

- Students should be confident in selecting physical activities or sports they have a passion for with healthy habits embedded to help them lead a healthy active lifestyle.
- A sense of anticipation and excitement for competitive opportunities will be embedded into student's mindset.

## Course Information

Core PE offering is based on sports and physical activities which could promote life long participation. Students can also take ownership of their learning and contribute suggestions for consideration to the offering of activities.

## Main Aims of the Course and Skills Developed Throughout the Course

The main aim of Core PE is to allow students to be enjoy being physically active, participate in competitive and non-competitive opportunities and inspire healthy lifestyles. Core PE also supports academic progress as being physically active can provide holistic benefits such as stress relief, improve focus and concentration levels.

## Areas of Study

Students will be able to select physical activities and sports from a range of offerings including:

- Invasion games – football, basketball, netball and rugby
- Striking games – cricket, rounders and softball
- Fitness activities – yoga, circuit training, HIIT and exercise to music
- Net games – tennis, badminton and table tennis

## Course Assessment

Students are assessed based on their efforts in Core PE, which is shared during data captures.

### **Further Opportunities**

Students can explore local opportunities and offering to maintain healthy, active lifestyles.

### **Subject Contact**

Subject Leader – Mrs Marsha Johnson-Isles [marsha.johnson@rakacademy.org](mailto:marsha.johnson@rakacademy.org)

# GCSE Art and Design\*\*

Exam board and specification number – Edexcel (4FA1)

## Intent:

In Art our intent is to ensure that all our students receive a rich and varied curriculum which encompasses the skills and knowledge required to develop an understanding of different specialisms in the world around them.

The Art Department strives to create thoughtful and confident students who are prepared for the opportunities, responsibilities and experiences which they will encounter in the world around them. Students are provided with opportunities to explore careers and pathways in the arts and develop their leadership skills through planning, delivering and reflecting on their own arts projects.

Furthermore, the art curriculum equips students with the skills to enjoy, produce and engage with the visual arts throughout their lives, and it has immense value as a IGCSE subject.

Art provides the opportunity for students to:

- Explore both contemporary and historical sources of art, craft and design firsthand through visiting museums, galleries, art shows and fairs experiencing audio-visual productions, including still and moving imagery their surroundings and environments.
- Take an individual approach to their art, craft and design making.
- Develop the skill of selecting their best and most appropriate work for presentation.
- Think, act and speak critically as practitioners would.
- Be provided with opportunities to experience the arts first hand ranging from spiritual, moral and cultural contexts. Where possible every effort is made to link these opportunities to current local exhibitions or national focus.
- Take part in focused workshops and research.
- Form links with professionals and provide them with insight and experience for planning, implementing and reflecting on their own exhibitions in school.
- Encourage conversation, discussion, critique and debate about the work of artists and movements.

## Implementation:

The art curriculum follows a thematic approach. The themes are planned around IGCSE recommendations and leads to highly ambitious and inspirational content delivery. Learning is implemented by exploring, experimenting and developing skills in a variety of media to produce a wide range of art outcomes.

The students' learning is further enhanced through in-house and international competitions. Students are given the opportunity for collaborative working and exploring the different styles and techniques of a range of artists.

We provide key concepts and vocabulary with specific examples related to the topic through knowledge organisers. Students use these to check understanding and inform their research and application of skills towards their designs and experimentations.

In art we encourage conversation, discussion, critique and debate about the work of artists and movements. Through such methods we are able to work towards embedding and extending our students' knowledge of concepts and principles, with appropriate language for discussing works of art.

Students are provided with opportunities to explore careers and pathways in the arts and develop their leadership skills through planning, delivering and reflecting on their own arts projects, thus providing ample opportunity for targeted individual reflection of progress towards knowledge and skills.

In the scheme of work we link subject specific contents to; art history, practising artists, jobs and careers. Students are taught how to create informative and detailed sketch books to record their observations and use them to review and revisit ideas. The International Art GCSEs enable successful progression to A Level art and beyond.

Assessment in key stage 4 is in line with the IGCSE assessment criterion as students are now being marked using the 9-1 IGCSE grade system. Assessment grids based on the four main assessment objectives– Develop, Refine, Record and Present are used to assess students' work.

Students are taught how art reflects and shapes history, contributes to culture, creativity and the wealth of our nations. Alongside this, whole school art activities further develop the students' understanding of how art can unite and reflect a shared vision. Students are taught in mixed ability classes

### **Impact:**

The curriculum has a positive impact on the development of every student. The impact of our curriculum can be measured through quality, well-conceived outcomes. Students will be able to develop an appreciation of Art and Design in contemporary society.

Students will have improved enquiry skills and inquisitiveness about the world around them. High quality knowledge and skills are evidenced throughout the course in students' sketchbooks, portfolios and displays. A significant number of students will choose to pursue art at key stage 5 and beyond. The resilience adopted through Grades 9-10 will effectively prepare learners for the challenges and demand of the course. Students will follow their creative talents and broaden their knowledge and understanding. They will be experienced in critiquing and using the work of artists, both past and present, as inspiration for their artwork. Ongoing assessments take place throughout the year. Teachers use this information to inform future lessons; ensuring students are supported and challenged appropriately. This data is analysed on a termly basis to inform and address any trends or gaps in attainment.

All students have a sound foundation of skills, knowledge and understanding which allow them to then further adapt and develop their creative and problem-solving abilities. Formative assessment processes demonstrate that students make good progress in the subject area and are developing useful and adaptive skills for later areas of study. Students develop a range of other important attributes including good cultural and social awareness in line with fundamental UAE values. Students' cognitive techniques are developed through the use of regular recall of skills, knowledge and understanding within art as well as the ability to make links and connections through the different areas of subject content.

### **Course Information**

This course is suitable for students who have good basic drawing skills and who have completed KS3 Art. Students must have the motivation to explore and develop their ideas in response to set themes. They should be independent thinkers and be able to reflect upon their work. Commitment and enthusiasm towards the subject is a vital ingredient for success on this course. Students will be able to use their imagination and experiment with a range of materials so that they can develop their ideas into visually interesting outcomes.

## Main Aims of the Course and Skills Developed Throughout the Course

For IGCSE Art students will be able to:

- Develop ideas through investigations, demonstrating critical understanding of sources.
- Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- Record ideas, observations and insights relevant to intentions as work progresses.
- Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

## Areas of Study

In studying IGCSE Art students will learn to:

- Use the formal elements through a range of compositions.
- Communicate ideas through observations and annotation.
- Experiment with different materials such as wet, dry resistant, malleable and digital.
- Demonstrate an understanding of colour and light.
- Use digital and/or non-digital applications.
- Understand the effects of combining different materials to create creative solutions.
- Carry out visual research using primary and secondary sources effectively.

## Course Assessment

### Component 1:

- Personal Portfolio
- Centre devised theme. Students create a portfolio of work that demonstrates their knowledge, understanding and skills of the theme.
- The final 10 hour exam is worth 50% of the overall grade.

### Component 2:

- Externally-set Assignment
- Externally set theme which is released in January of final year.
- Students must create a body of work in response to an externally-set theme, set by Edexcel.
- The final 10 hour exam is worth 50% of the overall grade.

## Further Opportunities

Further study options at RAK Academy include:

- AS Art
- A Level Art
- IB Visual Art

IGCSE Art is a useful qualification for any student wishing to pursue a creative career in the field of Art, Craft, graphic designer, fine art, sculpting, media and many other interesting and creative pathways.

## Subject Contact

Head of Department – Mr Gaston Campbell [gaston.campbell@rakacademy.org](mailto:gaston.campbell@rakacademy.org)

Art Subject Coordinator – Mr Zak Mumin [zak.mumin@rakacademy.org](mailto:zak.mumin@rakacademy.org)

# IGCSE Business Studies

**Exam board and specification number – Cambridge International Examinations – 0450**

## **Curriculum:**

### **Intent:**

To help students apply their knowledge and critical understanding to current issues and problems in a wide range of business contexts.

- To provide an enjoyable and worthwhile educational experience for all students.
- To make effective use of relevant terminology, concepts and methods, and recognise the strengths and limitations of the ideas used in business.
- To help students develop knowledge and understanding of how the main types of businesses are organised, financed and operated, and how their relations with other organisations, consumers, employees, owners and society are regulated.

### **Implementation:**

The Cambridge IGCSE Business course offers a balance of thorough knowledge and understanding whilst developing the skills students need for their next steps in education, whether that be a sixth form, college or other.

The lessons are structured through 3 lessons a week, consisting of 60 minutes.

Students will develop skills of numeracy, literacy, enquiry, selection and use of relevant sources of information, presentation and interpretation while taking the course throughout.

Students will use calculations to work out breakeven and other financial matters.

Students will draw charts and graphs from given data and select suitable scales and axes for graphs.

Links are made with other subjects where possible, including subjects such as mathematics.

Homework is set to develop and review student's learning with an emphasis on exam style questions.

### **Impact:**

Lessons that are taught to students in Business Studies use a wide variety of business examples, in the real world and local examples alike, giving them a true understanding of the world.

The students will be excited and enthusiastic about what is being taught to them in their lessons and will over time become critical thinkers

Lesson taught will have a variety of resources and different learning strategies to cater for all students to enable them to make progress in this course.

## **Course Information**

This course would be suitable for students who are keen to understand how businesses operate in the real world. Students will learn to appreciate the role of people in business, how to calculate and interpret business data, analyse business situations and provide appropriate recommendations. The course is aimed at students who are creative thinkers, have a fair grasp of Mathematics and who are committed and enthusiastic about learning how businesses work.



## Main Aims of the Course and Skills Developed Throughout the Course

The course is designed to give you an understanding of the different forms of business organisations, the environment in which businesses operate and business functions such as marketing, operations and finance.

## Areas of Study

Students will be given the opportunity to explore the following themes:

- Understanding business activity
- People in business
- Marketing
- Operations Management
- Financial information and decisions
- External influences on business activity

## Course Assessment

The course is 100% examination and all students will take two papers

<b>Paper 1: Short response questions (2, 4 &amp; 6 marks)</b>	<b>Paper 2: Extended response questions (8 &amp; 12 marks)</b>
1 hour 30 min 50% Contains short answer questions in response to 4 short case studies Externally assessed	1 hour 30 min 50% Students will respond to a longer case study and answer four extended questions using stimulus material Externally assessed

## Further Opportunities

This course is good preparation for A Level courses in Business, Economics or IB Business Management. It would also be useful to any students who wish to set up or run their own business. Students interested in a wide range of careers including retail, accounting, travel & tourism, financial services, charities and general management would benefit from the skills and themes covered.

## Subject Contact

Head of Department - Mrs P. Seymour: - [phillippa.seymour@rakacademy.org](mailto:phillippa.seymour@rakacademy.org)

# IGCSE Computer Science

**Exam board and specification number – Cambridge International Examinations (0478)**

## **Curriculum:**

### **Intent:**

The intent of this curriculum is to:

- Provide an enjoyable and worthwhile educational experience for all students, acquiring skills that would gain them entry level jobs within the development industry.
- Provide the foundation skill set should they go on to study Computer Science beyond this level
- Enable students to acquire sufficient knowledge and understanding to become confident citizens in a technological world and develop an informed interest in Computational thinking, problem solving and advances in technology
- Develop experimental skills through investigation using problem solving, logical thinking and Hardware or Software, including techniques of operation and aspects of both online and physical safety
- Allow students' to recognise that Computer Science is both theoretical and evidence-based and understand its usefulness and the limitations to the world around us.
- Develop skills that are relevant to the study and practice of Computer Science and also in everyday life
- Encourage effective communication through the language of Computer Science
- Develop attitudes relevant to Computer Science such as observation, enquiry, initiative and resilience
- Enable students to appreciate that Computer Science is subject to social, economic, technological, security, ethical and cultural influences and limitations

Students recognize that the applications of Computer Science may be both beneficial and detrimental to the individual, the community and the environment

### **Implementation:**

The Cambridge IGCSE Computer Science course offers a balance of thorough knowledge and understanding whilst developing the skills students need for their next steps in education.

Students will:

- Develop their computational thinking, that is thinking about what can be computed and how, and includes consideration of the data required
- Develop and understanding of the main principles of solving problems by using computers
- Understand that every computer system is made up of sub-systems, which in turn consist of further sub-systems
- Know the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- Develop the skills necessary to apply understanding to solve computer-based problems using a high-level programming language.
- Have three 60 minutes lessons a week.
- Develop their knowledge and understanding of learners study the principles and practices of computing and gain confidence in computational thinking and programming. They will learn to program by writing computer code and they develop their understanding of the main principles of problem-solving using computers.

- Develop numeracy skills through problem solving, develop computer-based solutions to problems using algorithms and a high-level programming language. They also develop a range of technical skills, as well as the ability to test effectively and to evaluate computing solutions.
- Apply math's arithmetic's, string manipulation, procedures list and arrays within the programming element. This follows the theory closely with other subjects such as Math's and Physics.
- Use and rearrange equations and algorithms to create these program codes which make up the paper 2 element of the subject
- Identify theory topics of Computer Science, whereby they will understand how computers communicate, process and store data and instructions.
- Interpret how data is transmitted over the internet and how a network is utilized.
- Develop their communication skills by identifying sequences, patterns and solutions to set tasks.
- Be taught in mixed ability classes

Homework is set to develop and review student's learning with an emphasis on exam style questions  
Where possible, links are made with other subjects

### **Impact:**

Students will:

- Develop a love of Computer Science and go on the study it into University and or gain entry level employment within the development industry as per the vision of the board.
- Be excited about what they are learning
- Be able to critically analyse data from the real world and apply problem solving techniques to these situations
- Use a variety of technological resources to support learning
- Have their progress tracked and monitored to ensure that all students achieve their indicator grades.

### **Course Information**

- The IGCSE Computer Science course is intended for students with an interest in learning about the functioning of computer systems
- The course covers learning about how computer programs are designed and coded.
- It is recommended that students possess good knowledge of maths and/or science in order to understand and solve problems in topics that require higher level logical thinking

### **Main Aims of the Course and Skills Developed Throughout the Course**

Cambridge IGCSE Computer Science enables the student to develop an interest in computing and to gain confidence in computational thinking and programming. They develop their understanding of the main principles of problem solving using computers.

### **Areas of Study**

For IGCSE Computer Science students should:

- Develop computational thinking
- Develop an understanding of the main principles of solving problems by using computers
- Develop an understanding of the component parts of computer systems and how they interrelate, including software, data, hardware, communications and people
- Acquire the skills necessary to apply this understanding to develop computer-based solutions to problems using a high-level programming language.

### **Course Assessment**

Students will prepare for two written papers.

Paper 1: Theory (60%) 1 hour 45 minutes

The written paper contains short-answer and structured questions. There is no choice of questions.

Paper 2: Problem-solving and programming (40%) 1 hour 45 minutes

This written paper contains short-answer and structured questions. There is no choice of questions. A fraction of the marks for this paper are from questions set on the pre-release material.

### **Further Opportunities**

Students who are awarded grades A\* to C in Cambridge IGCSE Computer Science are well prepared to follow courses leading to Cambridge International AS and A Level Computer Science, or the equivalent. The skills learnt during the course can also be used in other areas of study, employment and in everyday life.

### **Subject Contact**

Mr S. Mohamed – [shihabudin.mohamed@rakacademy.org](mailto:shihabudin.mohamed@rakacademy.org)

# IGCSE Design Technology

**Exam board and specification number - Cambridge IGCSE Design & Technology– 0445**

## **Intent:**

The Design and Technology curriculum is designed to bring learning to life, requiring students to apply their learning to real-life situations. This subject aims to relate authentic real-world awareness of iterative design practices and strategies used by the creative, engineering and manufacturing industries. Students will be required to use critical thinking, leading towards invention and design innovation, to design and make prototypes that solve real and relevant problems, considering their own and others' needs, wants and values.

Students will acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Students learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. Our high-quality Design and Technology curriculum will ensure that students make an essential contribution to the creativity, culture, wealth and well-being of their community and ultimately their nation.

The aims are to enable students to:

- Develop creative thinking in areas relevant to design and technology
- Apply problem-solving skills to practical and technological problems
- Develop the communication skills central to design, realisation and evaluation
- Gain knowledge and understanding of design and technology
- Develop skills in research and investigation
- Design and make products, taking into consideration sustainability and the wider impact on society
- Develop the ability to make aesthetic, economic, ethical and technical value judgements.

## **Implementation:**

We have a clear and comprehensive scheme of work based on the Cambridge IGCSE Design and Technology specification, which builds on the knowledge and skills acquired in Grades 6 - 8. The scheme of work covering Grades 6 – 8 is developed so that students can make a smooth transition to Grades 9 and 10. The curriculum planning allows for key skills, knowledge and techniques to be revisited over the two years. Delivery of design and technology projects with a clear structure. Each term students will undertake a design & make tasks, which is linked to the IGCSE assessment criteria.

Clear and appropriate cross curricular links underpin learning in multi areas across the curriculum, providing the students with opportunities to learn life skills and apply skills to 'hands on' situations in a purposeful context.

**Independent Learning:** IGCSE design technology students will be required to solve problems and develop their learning independently. This allows the students to have ownership over their curriculum and lead their own learning.

**Collaborative learning:** In design and technology students will be required to work as part of a team learning to support and help one another towards a challenging yet rewarding. In Design Technology we implement our curriculum through a variety of creative teaching approaches and tasks.

Mathematical, scientific theory and engineering problem solving are taught through design, modelling and making activities.

Students will be taught how to construct regular and irregular plane linear shapes, including triangles, quadrilaterals, pentagons, hexagons and octagons, and bisect, sub-divide and proportionally divide lines; construct circles, tangents and tangential arcs. Students are taught how to design and make products, taking into consideration sustainability and the wider impact on society

A key focus is placed on developing students' ability to make aesthetic, economic, ethical and technical value judgements. Students are taught in mixed ability classes

Homework is designed to stretch, challenge and support student's learning.

Where possible, links are made with a range of other subject disciplines such as; mathematics, science, engineering, computing and art.

### **Impact:**

As a result of the curriculum students will:

- Achieve their target grades for Design & Technology at IGCSE.
- Develop a passion for Design and Technology and pursue it as a career.
- Be engaged, well-motivated and enjoy their Design & Technology lessons.
- Learn traditional and modern practical skills necessary to work with a variety of materials in addition to developing their ability to adapt to working with newer technologies.
- Become innovative, collaborative, and resilient problem solvers. Who are confident in creating, developing, and sharing their ideas with others.
- Naturally use key vocabulary and phrases which are universally understood within the design, engineering and manufacturing community.
- Be eco-champions, showing awareness of environmental issues and product sustainability. They will understand how materials can be sourced, used and sustained to lessen environmental impact.
- Create innovative products using understanding of new and emerging technologies such as 3D printing. They are able to effectively use CAD/CAM.
- Act as responsible designers and makers, working ethically, using a range of materials carefully and working safely.
- Apply mathematical knowledge and skills accurately to design & make challenge.
- Learn to work with strong regard for the health and safety. They will understand that working safely is fundamental to their success. Resulting in the design and manufacture of high-quality products.
- Be able to explain key materials properties and functions that will include but not limited to; timber, metals, polymers, paper and board.

### **Course Information**

This course is ideal for students who enjoy designing and creating solutions to problems. It provides an ideal basis for further study in Design and Technology. The course is designed to accommodate a wide range of interests, materials and resources and it equips students with the technical knowledge and practical designing and making skills for the world of work.

### **Main Aims of the Course and Skills Developed Throughout the Course**

The main aims are to enable students to:

- Develop creative thinking in areas relevant to design and technology
- Apply problem-solving skills to practical and technological problems

- Develop the communication skills central to design, realisation and evaluation
- Gain knowledge and understanding of design and technology
- Develop skills in research and investigation
- Design and make products, taking into consideration sustainability and the wider impact on society
- Develop the ability to make aesthetic, economic, ethical and technical value judgements.

## Areas of Study

### **Graphic Products:**

1. Formal drawing techniques,
2. Projections- views and developments,
3. Presenting and communicating information,
4. Materials and modelling,
5. Use of instruments and/or ICT,
6. Manufacture of graphic products

### **Product Design:**

1. Health and safety
2. Initiation and development of ideas, and recording data,
3. Communication of design ideas,
4. Use of technology in design and making,
5. Design & technology in society,
6. Practical design application,
7. Environment and sustainability,
8. System & Control

## Course Assessment

1. Component 1- Examination: **Paper 1**- 1 hour 15 minutes based on knowledge of Product Design 25% (50 marks) and **Paper 2** -1 hour based on knowledge of Graphic products 25% (50 marks).
2. Component 2: School-based Project 50% (100 marks). The school-based assessment is internally assessed and externally moderated.

## Further Opportunities

IGCSE Design Technology is the ideal base for progression into the IB Design Technology diploma (IBDP) pathway or AS/A-Level Design and Technology (Product Design). Design and Technology can lead to careers in a wide variety of industries such as; fashion, engineering, architecture, information technology, CAD & CAM studies, manufacturing, aeronautical studies, education and many other pathways.

## Subject Contact

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# IGCSE French

## Exam board and specification number – Cambridge Foreign Language (0520)

### Intent

IGCSE French at RAKA is a course that provides a definitive aspect of learning which celebrates the diversity and cultural richness present in our international setting. French at IGCSE develops the ability to communicate effectively and confidently in the target language and enables students to develop awareness of the nature of language and language learning thus encouraging positive attitudes towards speakers of other languages and a sympathetic approach to other cultures and civilisations.

IGCSE French provides students with enjoyment and intellectual stimulation where curiosity and aspirations are generated, their choices for the future are expanded and their sense of global citizenship is developed. It is also intended for IGCSE French students to develop confidence and interpersonal skills to carry through to various cross-curricular activities.

### Implementation

Grade 9 and 10 students in RAKA follow the Cambridge IGCSE French specification. During the two-year course the core skills are developed and students extend their knowledge of vocabulary and grammar structures as well as gaining an insight into the French culture and way of life through studying the topic areas and sub-topic areas as prescribed in the syllabus outline. All four skills: Listening, Reading, Writing and Speaking are developed and assessed both for formative and summative purposes.

The two-year course ensures that our students feel comfortable and confident in their language acquisition. The course allows the students to study in various settings, using authentic and interactive platforms which best corresponds to their continuing progress. Regular assessment throughout the programme ensures students learn according to their full potential. Students at RAKA develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy. They learn to express and develop thoughts and ideas spontaneously and fluently. Through digital subscriptions and media, students listen to and understand clearly articulated, standard speech and deepen their knowledge about how language works. Using live and authentic texts, students are immersed into a native setting to make each lesson both challenging and enjoyable. Students enrich their vocabulary and grammatical structures to increase their independent use and understanding of extended language in a wide range of contexts. Collaborative and independent work is encouraged in French with native French teachers assisting with the speaking element of the exam.

### Impact

IGCSE French aims to develop our students' transferable skills such as analysis, memorising and the drawing of inferences to complement other areas of the curriculum. They form a sound base of the skills, language and attitudes required for progression to work or further study, either in the French language or another subject area.

IGCSE French provides students with enjoyment and intellectual stimulation where curiosity and aspirations are stimulated, their choices for the future are expanded and their sense of global citizenship is developed. Students make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge. They develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment. IGCSE French students will be well equipped in language acquisition to continue either within the IB or A Level courses.



## Course Information

This course is suitable for all students who have studied French up to the end of Grade 8 and allows for students to gain a solid foundation of the French language in four skills: Reading, Writing, Listening and Speaking.

## Main Aims of the Course and Skills Developed Throughout the Course

For IGCSE French students should:

- Be confident in understanding how language works.
- Understand and produce the French language in a variety of contexts.
- Use acquired grammar skills correctly, punctuate and spell accurately.

## Areas of Study

- Everyday activities:
- Personal and social life:
- The world around us
- The world of work
- The international world

## Course Assessment

- 100% examination

Paper	Paper type	Final grade (%)	Time (min)
Paper 1	Listening	25	50
Paper 2	Multiple choice	25	60
Paper 3	Speaking	25	10
Paper 4	Written	25	60

## Further Opportunities

IGCSE French develops a set of transferable skills for understanding and communicating in everyday situations in French. Students begin to develop cultural awareness of countries and communities where French is spoken. They acquire the essential linguistic skills required for progression to further studies or employment.

## Subject Contact

Subject Leader – Ms. Jakeya Khanom - [Jakeya.khanom@rakacademy.org](mailto:Jakeya.khanom@rakacademy.org)

# IGCSE Geography

Exam board and specification number – IGCSE CIE 0460

## Intent

Students should know and understand:

- How where they live has an impact on how you live.
- That places have characteristics that can take many forms, including physical or cultural features that make them unique.
- How humans divide the earth into regions.
- That humans adapt and change the environment while depending upon it.

## Implementation

- Geography is taught over three lessons in Grades 9 and 10.
- Significant attention is placed on literacy development in order to prepare them for all forms of assessment.
- There is a dual-focus placed on not only covering course content, but ensuring that students are well prepared for further study at either A-Level or IBDP.
- A greater emphasis is placed on class discussion and verbal assessment. Students are actively encouraged to contribute in a number of ways as well as to challenge the information they are presented with.
- Students are actively encouraged to make comparisons between what is covered in class and their own home countries and communities.
- Students are taught through targeted differentiated small group and mixed ability whole class lessons.
- Lessons use a variety of approaches to guide student through their understanding of Geographical skills, knowledge and perspectives.
- Revise and Review consolidation lessons are used to revisit previous learning and ensure Geographical and English language skills are embedded.
- Homework is set to develop and review student's learning.
- Links are made with contemporary events and other subjects across the curriculum.

## Impact

Students should be able to:

- Discuss how the physical environment contributes to the development of distinct cultures.
- Use spatial models to investigate relationships between places and patterns of settlement and human interaction.
- Explain how social, cultural, political and economic factors shape and are shaped by the physical environment.
- Evaluate the impact of migration on the structure of societies
- Evaluate the relationship between human societies and the environment; e.g. agricultural productivity, improved water transport (river locks), electric power; global warming, pollution, natural disasters, etc.
- Analyse geographical factors (such as natural resources, environment) that contribute to cooperation or conflict between human societies.

## Course Information

This course would be suitable for students who are curious about the world around them. Students need to have an enquiring mind and want to find out about both physical and human environments.

## Main Aims of the Course and Skills Developed Throughout the Course

The Cambridge IGCSE Geography curriculum aims to develop lifelong skills and practices. When studying geography, students gain insights into a range of practical, social, economic and environmental issues. In addition to core geographic skills (for example field work and the use of specialist equipment; preparing maps and diagrams; and using social surveys and interpretative methods), students develop a range of key skills that are relevant to many jobs and sectors. These include skills in research and data collection; analysis and evaluation; mathematical and computational skills; written and oral communications skills; report writing and data presentation; planning and problem-solving skills; creative thinking and an ability to recognise the moral and ethical issues involved in debates; time management; and the ability to meet deadlines.

## Areas of Study

The content is covered within three themes:

1. Population and settlement
2. The natural environment
3. Economic development.

## Course Assessment

100% examination

### **Paper 1: Geographical Themes (45%)**

Students must answer one question from each section.

Theme 1: Population and settlement

Theme 2: The natural environment

Theme 3: Economic development

### **Paper 2: Geographical Skills (27.5%)**

The paper is based on testing the interpretation and analysis of geographical information, decision making and the application of graphical and other techniques as appropriate.

### **Paper 4: Fieldwork (27.5%)**

Students attend a two day fieldtrip where they learn key geographical skills. They will also learn about key data collection methods and how to evaluate and analyse the data collected. Students complete an exam based on these fieldwork methods.

## Further Opportunities

IGCSE Geography enables you to embark on a career in a range of fields, including those in the education, commerce, industry, transport, tourism and public sectors. You'll also have many transferable skills, attracting employers from the business, law and finance sectors.

## Subject Contact

Head of Humanities – Mr Liam Core [liam.core@rakacademy.org](mailto:liam.core@rakacademy.org)

Subject Leader – Miss A Phillips – [ashleigh.phillips@rakacademy.org](mailto:ashleigh.phillips@rakacademy.org)

# IGCSE History

Exam board and specification number – IGCSE CIE 0470

## Intent

Students should:

- Develop the skills to examine peoples, places, and events in historical context.
- Enhance their understanding of important events which often shifts according to the chronological perspective through which they are considered.
- Appreciate that many societies, cultures, and places reveal enduring practices, patterns, and habits; and apparent change is merely nominal or superficial on occasions.
- Understand that historical change, generally the key feature of the study of history, stems from causes that disrupt or modify patterns of continuity.
- Know that individuals are both shaped by and shape patterns of continuity and of change.
- Identify the questions investigated, the sources used, and the perspective of the historian influences the knowledge base of the past.

## Implementation

- History is taught over three lessons in Grades 9 and 10.
- Significant attention is placed on the development of literacy in order to prepare students for all forms of assessment.
- There is a dual-focus placed on not only covering course content, but ensuring that students are well prepared for further study at either A-Level or IBDP.
- A greater emphasis is placed on class discussion and verbal assessment.
- Students are actively encouraged to contribute in a number of ways as well as to challenge the information they are presented with.
- Ranges of reasoning resources are used to challenge all student and give them the opportunity to reason with their understanding.
- Students are taught through targeted differentiated small group and mixed ability whole class lessons.
- Lessons use a variety of approaches to guide student through their understanding of historical skills, knowledge and perspectives.
- Revise and Review consolidation lessons are used to revisit previous learning and ensure Historical and English Language skills are embedded.
- Homework is set to develop and review students' learning.
- Links are made with contemporary events and other subjects across the curriculum.

## Impact

Students will be able to:

- Identify and evaluate long-term changes, enduring influences, and recurring patterns in world history.
- Compare models for organizing history into periods (periodization).
- Interpret graphic presentation of quantitative data.
- Analyse the impact of revolution on politics, economies, and societies.
- Analyse how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another.
- Perform analyses of quantitative historical data.
- Evaluate historians' interpretations of the past using a variety of sources.

## Course Information

History is accepted in most professions. Employers in media, journalism, education, law, industry, and the services (police, fire service, etc) would view IGCSE History favourably.

## Main Aims of the Course and Skills Developed Throughout the Course

Students will develop their ability to:

- Recall, select, organise and deploy knowledge of the course content and communicate it through description, explanation and analysis of the events, people, changes and issues studied.
- Show that they understand and can analyse and interpret historical sources, in their context
- Show that they can comprehend, analyse and evaluate how and why events, people, situations and changes have been interpreted and represented in relation to the historical themes and periods studied.

## Areas of Study

✓ International relations since 1919. This consists of seven key questions:

- What caused the First World War?
- Were the peace treaties of 1919-23 fair?
- To what extent was the League of Nations a success?
- Why had international peace collapsed by 1939?
- Who was to blame for the Cold War?
- How effectively did the USA contain the spread of Communism?
- How secure was the USSR's control over Eastern Europe, 1948-c.1989?

✓ Depth study: Germany 1918-45. This consists of three key questions:

- Was the Weimar Republic doomed from the start?
- Why was Hitler able to dominate Germany by 1934?
- The Nazi regime.
- How effectively did the Nazis control Germany, 1933-45?
- What was it like to live in Nazi Germany?

## Course Assessment

### 100% examination

#### **Paper 1 (2 hours, 40% of the mark) will consist of two sections:**

- Section A (Core Content) There will be four questions on the 20th century Core.
- Section B (Depth Studies) will contain two questions on the Depth Study: Germany 1918-1945
- All questions on Paper 1 will be structured into three parts and will be based on stimulus material.

#### **Paper 2 (2 hours, 33% of the mark)**

- In this paper students choose the 20th century option
- The topics will be prescribed each year and will be taken from the Core Content. Each option will include a collection of source material relating to the prescribed topic, and a series of questions based on the material.

#### **Paper 4, Alternative to Coursework (1 hour, 27% of the mark)**

- On each of the Depth Studies one question will be set. It will be source-based and will be structured into several parts. It will test all the Assessment Objectives. Students must answer one question.

### **Further Opportunities**

IGCSE History enables you to embark on a career in a range of fields, including those in the education, commerce, industry and public sectors. You'll also have many transferable skills, attracting employers from the business, law and finance sectors. This IGCSE History course provides a basis for students who wish to study most A levels and who would want to apply to university.

### **Subject Contact**

Head of Humanities – Mr Liam Core [liam.core@rakacademy.org](mailto:liam.core@rakacademy.org)

Head of History – Ms Emma Marshall [emma.marshall@rakacademy.org](mailto:emma.marshall@rakacademy.org)

# GCSE Music\*\*

## Exam board and specification number – Edexcel Music 1MU0

### **Intent:**

RAKA ISK's Music Department aims to create the very best musicians. We challenge students to build on their musical skills following the three core strands of Music; Performance, Composition and Listening & Appraising. We do this through quality first teaching which challenges our students to not only understand different styles and genres of music but requires them to explore, discuss and demonstrate this understanding in creative ways. They are challenged in all lessons to be able to demonstrate understanding and creativity through performance, composition, through collaboration with their peers and through evaluation of their own work.

### **Implementation:**

Robust curriculum planning lies at the heart of what we do in the department. Schemes of work run across 2 years, beginning with basic Music theory at the beginning of Grade 9 to studying each of the 8 set works. This listening and appraising side of the curriculum is balanced with regular performance and composition workshops to allow students to develop their skills, peer assess and benefit from feedback directly from the teacher. Our curriculum covers the different key areas of composition, performance and appraisal. The nature of the delivery means that key skills are constantly revisited and key terminology is regularly embedded within the work that our students produce.

### **Impact:**

Our curriculum in the Music department works through engaging our students in all lessons. KS4 topic work regularly shows good and exceptional understanding. Teaching and learning in the department is at least highly developed and can be evidenced through positive internal learning walks and observations. We have a healthy uptake at GCSE this year, which shows the impact of our skills-based curriculum in Grades 6 to 8. Our GCSE results are very positive and we have seen a record of 100% 9-4 achieved since 2016. At present we have no uptake at KS5 but this is an area of development for the department over the coming years.

### **Course Information**

- This course is suitable for musical students who can play an instrument or sing.
- Allows students to be creative, to perform, compose and analyse music
- Students must commit to regular practice on their chosen instrument/voice
- Individual Music lessons are advised

### **Main Aims of the Course and Skills Developed Throughout the Course**

For GCSE Music students should:

- Give a solo performance on their chosen instrument/sing, in their preferred musical style
- Develop ensemble skills and perform an independent part in a group performance
- Study a wide range of music from different times, genres and cultures
- Develop analytical skills allowing them to compare and contrast musical features
- Develop composition skills
- Use Music software to produce their composition, or recording hardware
- Learn and use appropriate notation techniques
- Compose two pieces lasting a total of 4 minutes, one to a set brief issued by the exam board

## Areas of Study

There are three skills developed throughout the course these are:

- Understanding Music
- Performing
- Composing

These skills are taught and developed through the areas of study:

- Instrumental Music 1700-1820
- Vocal Music
- Music for Stage and Screen
- Fusions

## Course Assessment

### Coursework: Total 60%

- 30% Performance (15% Solo performance, 15% Ensemble performance)
- 30% Composition (15% for each of two compositions)

### Examination: 40%

- Understanding Music: a listening examination in May/June of Grade 10 based on the set works from the areas of study

## Further Opportunities

GCSE Music enables students to do more than simply develop as musicians. It develops communication and analytical skills; it allows expression and creativity and can be the launch pad for a lifelong love of Music or lead to further study at AS/A Level or at IB. Music careers can be wide ranging encompassing the performing arts, media, music recording and engineering. The dedication and skills that musicians develop through practice and perseverance are highly regarded by universities and employers in all fields.

## Subject Contact

Subject Leader – Miss M Lonergan [mairead.lonergan@rakacademy.org](mailto:mairead.lonergan@rakacademy.org)



# IGCSE Physical Education\*\*

## Exam Board and Specification: IGCSE Physical Education CIE (0413)

### Intent:

It is our aim in Physical Education to allow students the opportunity to develop their physical skills and theoretical knowledge in practical and classroom-based environments. We strive for all students to achieve their maximum potential and provide them with the opportunity to do this through a wide range of activities offered both in lessons, online and as extra-curricular activities.

Through practical and academic assessments of knowledge, skills and abilities, students will be exposed to:

- Opportunities to develop their practical skills in team and individual sports, selecting their preferred syllabus activities for assessment
- Development of planning, performance and evaluative skills for physical activities
- An understanding of effective and safe performance
- Theoretical content which develops knowledge of sport and physical activity in the wider world
- Application of skills in teamwork, effective communication, fair play and respect
- Enjoyable experiences of sport and physical activity that inspires lifelong healthy habits

### Implementation:

- The Cambridge IGCSE Physical Education course offers opportunities to acquire knowledge, develop physical skills, improve fitness and foster enjoyment in physical activity.
- Students will have three 60 minute lessons per week with a split between practical and theory lessons in mixed gender classes (separated for gender biased sports such as netball, football and rugby).
- Practical lessons will focus on developing a range of skills in sports and physical activities, with students then choosing four out of seven categories as defined by the syllabus, to specialise in.
- Students will be exposed to skill based techniques, application of techniques through competitive opportunities and develop competence in a range of physical activities.
- Leadership, communication and tactical skills will be developed in a practical setting.
- Theory lessons are designed to contribute to the development and understanding of the principles involved for safe, health-related exercise.
- Knowledge and understanding of the factors affecting performance, health, diet, fitness and performance with practical application opportunities through experiencing a range of training types and conducting fitness testing.
- Anatomy and physiology units link closely with biology to develop and understanding of structures, attachments and movements within the body.
- Additional knowledge is developed linking energy supplies, vital organ exploration and simple biomechanics.
- Development of numerical skills and graph interpretation through equation based calculations for the heart and respiratory system.
- Students will learn the social, cultural and ethical influences of sport and physical activity which links to social studies.
- The online platform will be used to set homework tasks to reinforce class work or prepare students for the next topic to be taught.

### Impact:

- Students should be physically competent in a range of sports and physical activities with healthy habits embedded to help them lead a healthy active lifestyle.

- Knowledge and understanding of the role of health, nutrition and training types with leadership skills to support others in life.
- A sense of anticipation and excitement for competitive opportunities will be embedded into student's mindset.
- Students will be able to progress to further education and undertake AS/A Levels in a Sport related field or pursue direct employment in a similar industry.

### Course Information

- Students who are talented in a range of sports and who have an interest in Human biology
- The course further develops students' physical skills and knowledge of the anatomical, physiological and sociology aspects of physical education
- There is an equal weighting for practical and theory elements of the course which are combined for the final grade.
- Students are expected to collate video footage evidence for at least four sports as evidence to award the appropriate grades.

### Main Aims of the Course and Skills Developed Throughout the Course

Cambridge IGCSE Physical Education is accepted by universities and employers as proof of knowledge and understanding of Physical Education.

The Cambridge IGCSE Physical Education syllabus encourages students to develop:

- Their knowledge, skills and understanding of a range of relevant physical activities
- An ability to plan, perform and evaluate physical activities
- An understanding of effective and safe performance
- An understanding of the role of sport and physical activity in society and in the wider world
- Excellent foundation for advanced study
- Enjoyment of physical activity.

### Areas of Study

Students will study all of the following topics:

- 1: Anatomy and physiology
- 2: Health, fitness and training
- 3: Skill acquisition and psychology
- 4: Social, cultural and ethical influences

### Course Assessment

#### Component 1 (50%)

- Exam Paper: Theory 1 hour 45 minutes

#### Component 2 (50%)

- Coursework Students undertake four physical activities from at least two of the seven categories in PE.

### Further Opportunities

IGCSE Physical Education is an essential foundation for all career paths based around physical education, health, sport and leisure. It can lead to AS and A level in Physical Education, BTEC courses in Sport, Leisure and Tourism and Sports Leader or sports specific coaching awards. Students considering the field of leisure, tourism, teaching, sports journalism and sports marketing will also find the course useful.

### Subject Contact

Subject Leader – Mrs Marsha Johnson-Isles [marsha.johnson@rakacademy.org](mailto:marsha.johnson@rakacademy.org)

# IGCSE Spanish

**Exam board and specification number – Cambridge Foreign Language (0530)**

## **Intent**

IGCSE Spanish enables students to be able to communicate confidently so that they are able to go out and experience more of the world by conversing and communicating freely and spontaneously, whilst developing their curiosity and aspirations in this subject. Learning another language expands our students' choices for their future as well as their sense of global citizenship. Within the lessons, we encourage and provide our students with the opportunities to develop their confidence, creativity and independence in Spanish as well as increase their awareness and understanding of their own and the Spanish culture.

## **Implementation**

IGCSE Spanish is a robust and unique course here at RAKA in that there is no requirement to have studied any foreign language before Grade 9. This is an exciting and challenging fast-tracked course that ensures beginners in the language can be very successful and have high attainment at IGCSE level.

Grade 9 Students in RAKA follow the Cambridge IGCSE Spanish Specification. During the two-year course the core skills are developed and students extend their knowledge of vocabulary and grammar structures as well as gaining an insight into the Spanish culture and way of life through studying the topic areas and sub-topical areas as prescribed in the syllabus outline.

All four skills: Listening, Reading, Writing and Speaking are developed and assessed both for formative and summative purposes. The final assessment is broken down into these four skills with equal weighting 25% for each skill. The course allows the students to study in various settings, using authentic and interactive platforms which best corresponds to their continuing progress. Regular assessment throughout the programme ensures students learn according to their full potential. Students at RAKA develop their ability to communicate confidently and coherently with native speakers in speech and writing, conveying what they want to say with increasing accuracy. They learn to express and develop thoughts and ideas spontaneously and fluently. Through digital subscriptions and media, students listen to and understand clearly articulated, standard speech and deepen their knowledge about how language works. Using live and authentic texts, students are immersed into a native setting to make each lesson both challenging and enjoyable. Students enrich their vocabulary and grammatical structures to increase their independent use and understanding of extended language in a wide range of contexts. Collaborative and independent work is encouraged in Spanish with native Spanish teachers assisting with the speaking element of the exam.

## **Impact**

On completion of the IGCSE Spanish students will have developed a variety of transferable skills such as analysis, memorizing and drawing inferences. Students develop a sound base of the skills, language and attitudes required for progression to work or further study, either in the target language or another subject area. Here, students will be well equipped in language acquisition to continue either within the IB or A Level courses.

## **Course Information**

The course starts at beginner level. The course will allow students to gain a solid foundation of the Spanish language in four skills: Reading, Writing, Listening and Speaking. Students do not need to have studied Spanish before, but must have a keen interest in languages.

## Main Aims of the Course and Skills Developed Throughout the Course

In completing the IGCSE Spanish students will be confident in their understanding of how the language works. They will understand and communicate in Spanish through a variety of contexts. Students will use acquired grammar skills correctly and punctuate and spell accurately.

### Areas of Study

- Everyday activities
- Personal and social life
- The world around us
- The world of work
- The international world

### Course assessment – how will I be assessed?

100% examination

Paper	Paper type	Final grade (%)	Time (min)
Paper 1	Listening	25	50
Paper 2	Multiple choice	25	60
Paper 3	Speaking	25	10
Paper 4	Written	25	60

### Further Opportunities

IGCSE Spanish develops a set of transferable skills for understanding and communicating in everyday situations in Spanish. Students begin to develop cultural awareness of countries and communities where Spanish is spoken. They acquire the essential linguistic skills required for progression to further studies or employment. Students can choose to study Spanish as part of the IB Programme.

### Subject Contact

Subject Leader - Ms. Jakeya Khanom. [Jakeya.khanom@rakacademy.org](mailto:Jakeya.khanom@rakacademy.org)